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ABSTRACT

This book describes a set of instructional methods called student-directed learning strategies, which combine effective instructional strategies to promote student learning in inclusive environments with a means to promote and enhance active student involvement in learning. The first chapter identifies student-directed learning strategies and discusses the advantages of student-directed learning. The following chapters provide specific, detailed, and step-by-step information about implementing student-directed learning strategies. Chapter 2 provides an overview of the use of antecedent cue regulation and picture cue procedures to give students with disabilities the additional cues they might need to initiate desired behavior. Chapter 3 describes basic steps in teaching self-instruction skills that enable students verbally to direct their own behavior. Chapter 4 discusses self-monitoring to enable students to track their progress toward desired goals and outcomes. Chapter 5 examines self-evaluation and self-reinforcement strategies. Chapter 6 provides a brief recap of the strategies described and identifies how they can promote learning, when and how to combine strategies, and the role of these strategies in promoting access to the general curriculum. Chapters include student "snapshots" to illustrate the need for student-directed learning strategies. Appendices include blank forms and a list of resources on student-directed learning strategies. (Contains 78 references.) (CR)

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